*Key Ideas and Details*

[CCSS.ELA-Literacy.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-Literacy.RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/) Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

*Craft and Structure*

[CCSS.ELA-Literacy.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

[CCSS.ELA-Literacy.RL.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[CCSS.ELA-Literacy.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/) Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

[CCSS.ELA-Literacy.RL.6.7](http://www.corestandards.org/ELA-Literacy/RL/6/7/) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

(RL.6.8 not applicable to literature)

[CCSS.ELA-Literacy.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

*Range of Reading and Level of Text Complexity*

[CCSS.ELA-Literacy.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

***Text Types and Purposes***

[CCSS.ELA-Literacy.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/) Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-Literacy.W.6.1a](http://www.corestandards.org/ELA-Literacy/W/6/1/a/) Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-Literacy.W.6.1b](http://www.corestandards.org/ELA-Literacy/W/6/1/b/) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-Literacy.W.6.1c](http://www.corestandards.org/ELA-Literacy/W/6/1/c/) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[CCSS.ELA-Literacy.W.6.1d](http://www.corestandards.org/ELA-Literacy/W/6/1/d/) Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.6.1e](http://www.corestandards.org/ELA-Literacy/W/6/1/e/) Provide a concluding statement or section that follows from the argument presented.

[CCSS.ELA-Literacy.W.6.2](http://www.corestandards.org/ELA-Literacy/W/6/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-Literacy.W.6.2a](http://www.corestandards.org/ELA-Literacy/W/6/2/a/) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.6.2b](http://www.corestandards.org/ELA-Literacy/W/6/2/b/) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-Literacy.W.6.2c](http://www.corestandards.org/ELA-Literacy/W/6/2/c/) Use appropriate transitions to clarify the relationships among ideas and concepts.

[CCSS.ELA-Literacy.W.6.2d](http://www.corestandards.org/ELA-Literacy/W/6/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-Literacy.W.6.2e](http://www.corestandards.org/ELA-Literacy/W/6/2/e/) Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.6.2f](http://www.corestandards.org/ELA-Literacy/W/6/2/f/) Provide a concluding statement or section that follows from the information or explanation presented.

[CCSS.ELA-Literacy.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.6.3d](http://www.corestandards.org/ELA-Literacy/W/6/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CCSS.ELA-Literacy.W.6.3e](http://www.corestandards.org/ELA-Literacy/W/6/3/e/) Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing*

[CCSS.ELA-Literacy.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.6.5](http://www.corestandards.org/ELA-Literacy/W/6/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 [here](http://www.corestandards.org/ELA-Literacy/L/6).)

[CCSS.ELA-Literacy.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

***Research to Build and Present Knowledge***

[CCSS.ELA-Literacy.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[CCSS.ELA-Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/8/) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

[CCSS.ELA-Literacy.W.6.9](http://www.corestandards.org/ELA-Literacy/W/6/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.6.9a](http://www.corestandards.org/ELA-Literacy/W/6/9/a/) Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

[CCSS.ELA-Literacy.W.6.9b](http://www.corestandards.org/ELA-Literacy/W/6/9/b/) Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

***Range of Writing***

[CCSS.ELA-Literacy.W.6.10](http://www.corestandards.org/ELA-Literacy/W/6/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core State Standards Initiative. (2010). The standards. Retrieved from http://www.corestandards.org/